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ABSTRACT

A description is provided of a pilot study conducted at Butte College to develop and test evaluation procedures for the college's remedial and developmental reading, English, and math programs. Part I of the report includes five sections: (1) a description of the remedial reading, English, and mathematics programs as they existed at Butte College in 1983-84; (2) a demographic description of the students who were assessed and enrolled in Butte College remedial English classes in 1982-83; (3) an examination of the improvement in basic skills of students enrolled in developmental reading and mathematics classes; (4) an evaluation of the success of remedial English students in subsequent Butte College courses; and (5) a retrospective study of the success of students who were enrolled in remedial classes at Butte and later transferred to California State University, Chico. Part II of the report details the methodology, assumptions, and criteria employed for each of the five components of the study. Part III summarizes the results of the project, discusses the strengths and weaknesses of the process, and offers conclusions and recommendations. (Author/LAL)

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EVALUATION OF REMEDIAL PROGRAMS

Pilot Study Final Report

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BUTTE COLLEGE
Oroville, California

August 1985

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Abstract

The Evaluation of Remedial Programs, Pilot Study Final Report focused on the development and testing of evaluation procedures for Butte College remedial and developmental reading, English, and mathematics programs. Some of the components of the study analyze one or two of the programs. The design, however, is appropriate for all and can be used as part of an ongoing and systematic evaluation procedure.

The report includes five components:

1. A description of the remedial reading, English, and mathematics programs as they existed at Butte College in 1983-84.

2. A demographic description of the students who were assessed and enrolled in Butte College remedial English classes in 1982-83.

3. An examination of the skills growth in basic skills of students enrolled in developmental reading and mathematics classes.

4. An evaluation of the success of remedial English students in subsequent Butte College courses.

5. A retrospective study of the success of remedial students who were enrolled in Butte College remedial classes and later transferred to California State University, Chico.

Part II of the report details the methodology, assumptions, and criteria employed for the study.

Part III summarizes the results of the project.

Preface

The work of the pilot project design team was supported in part by an award from the federal Fund for the Improvement of Postsecondary Education. The majority of the expenses, staff time and materials was absorbed by Butte College.

Members of the design team were:

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General support and direction for preparation of the report was given by Hannie Voyles, who also provided formats for the presentation of Language Learning Skills data. Statistics were compiled by Timothy Carter and Mitchell Graham. Statistical analysis was done by Marty Dunlap. Writing was done by Marty Dunlap and Charlotte Cannon.

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PART I

INTRODUCTION

Butte College was asked by the Chancellor's Office to participate, as one of five community colleges, in the development and pilot testing of evaluation procedures for remedial courses. The project is designed to identify a variety of procedures useful in the evaluation of remedial programs: to develop procedures and pilot test by campuses (Phase I); to provide an evaluation of the validity and usefulness of the procedures (Phase II, Use of Outside Consultants); and, to make these procedures available to others (Phase III, Publication and dissemination of materials).

Selection for participation in the project was based on criteria established by the Chancellor's Ad Hoc Committee on the Evaluation of Remedial Programs:

1. Diversity of size, location, and demographics among the five colleges.

2. Institutional commitment and interest in program evaluation.

3. A strong remedial program with a clear sequence of courses.

4. Sufficient resources in personnel and funding to conduct the necessary research. Institutional research staff would be helpful, but is not required.

5. Sufficient data processing capacity to undertake and complete the research.

6. Willingness to develop and pilot test evaluation procedures for remedial courses in at least one subject area (limited to reading, writing and mathematics).

7. Willingness to begin immediately, and to be evaluated by an outside consultant, and to submit a report by June 30, 1985, which can be used as a guideline for other community colleges in the state and nationally.

Addressing Phase I of the project, the pilot design team chose to evaluate the effectiveness of the remedial and developmental reading, English, and mathematics courses offered at Butte College. The project components parallel the criteria designed by the Ad Hoc Committee on Evaluation of Remedial Programs (The Evaluation of Remedial Programs, Courses and Services in California Community Colleges, October, 1984).

Due to limited time and resources, some of the components of the study focus on one or two of the three programs. The design, however, is appropriate for all three and can be used as part of an ongoing and systematic evaluation procedure later.

The first component of the study describes the remedial reading, English and mathematics programs as they existed at Butte College in 1983-84; the second describes the students who enrolled in remedial English courses by age, gender, ethnicity, and goal direction; the third component evaluates the skills growth of students during their enrollment in remedial math and reading courses; component four evaluates the success of remedial English students in subsequent college courses; the fifth, and final component analyzes the success of students who transferred to California State University, Chico.

Part II of the report details, for each of the five components, the methodology, assumptions and criteria employed for the study.

Part III summarizes the results of the project and discusses the strengths and weaknesses of the process, the pitfalls encountered in completion of the project, conclusions and recommendations, the next step as it concerns Butte College, and, how another community college could implement our procedures.

PART II

COMPONENT ONE

The first component of this study describes the remedial reading, English and mathematics programs as they existed at Butte College during the 1983-84 academic year (Table 1).

Of the total college enrollment (8,637 full-time and part-time students):

1,826 (21%) enrolled in remedial English classes,
520 (6%) enrolled in remedial reading classes,
1,872 (22%) enrolled in remedial mathematics classes.

Unless the appropriate prerequisite course was taken, placement in each level of the remedial sequence is determined by an assessment of basic skills, required of all entering students (Appendix 1A, 1B).

Table 1

BUTTE COLLEGE REMEDIAL CLASSES
1983-84

Class	Sections	Enrollment
RDG 100 (Reading I)	5	100
RDG 101 (Reading II)	4	93
RDG 102 (Reading III)	5	106
RDG 110 (Elementary Spelling and Writing Techniques	6	125
RDG 121 (Study Skills)	5	96
	Total	520
ENG 100 (Basic Skills)	7	504
ENG 101 (Composition Workshop)	7	423
ENG 102 (Composition Workshop II)	15	666
ENG 110 (Spelling and Vocabulary)	3	233
	Total	1826
MTH 112 (Arithmetic of Whole Numbers)	15	352
MTH 113 (Fractions)	14	304
MTH 114 (Percentage and Signed Numbers)	14	240
MTH 115 (Measurement)	14	157
MTH 116 (Pre-Algebra)	14	184
MTH 119 (Introduction to College Mathematics)	3*	45*
MTH 120 (Beginning Algebra)	18	590
	Total	1872

*Offered Spring quarter and Summer session only)

Appendices 2A, 2B, 2C, and 2C.1 describe in detail the Butte College remedial programs, reflecting:

1. number of sections in each class
2. high enrollment
3. number of faculty
4. course description
5. exit expectations
6. number of Instructional Aides
7. number of tutors

Appendix 3, "Butte College Language and Math Learning Skills, Guidelines to Instructors and Counselors", illustrates the sequence of courses.

The more remedial a course, the greater the resources and support offered. Each section has a classroom instructor and an Instructional Aide (certificated). Tutorial services, as well as a writing or learning lab component, are available either in the classroom or in the Learning Resource Center.

Instructors who teach the remedial reading, English and mathematics classes are committed to making success possible. They focus on individualized instruction. Each student has personal contact with the instructor and/or Aide during each class meeting. Small group instruction is provided as the need arises.

College administration strongly supports the remedial programs, philosophically and financially. Budgetary support is evidenced by the funds expended for the programs in the academic year 1983-84, shown in Table 2.

Table 2

BUTTE COLLEGE REMEDIAL PROGRAMS
BUDGET 1983-84

EXPENDITURE	PROGRAM Reading	English	Math	Total
Faculty				
Full-time	$133,650	$115,000	$ 92,400	$341,050
Coordinators	3,000	3,000	3,000	9,000
Part-time hourly	20,240	87,436	87,436	195,112
Student Assistance				
California Work Study Program	1,000	1,500	3,000	5,500
Instructional	9,800	7,000	6,000	22,800
Instructional Supplies	2,000	1,400	200	3,600
Lease, Rental, Repair	600	0	0	600
TOTAL	$170,290	$215,336	$192,036	$577,662

COMPONENT TWO

The data base used for the statistical analyses in the study was created by the Data Processing Department which involved merging two student files - Student History and Student Assessment/Placement. The student identification number provided the match.

The Student History File, which is computer-accessible, is created when a student submits an application (Appendix 4) and provides information on:

1. age
2. gender
3. ethnicity
4. educational goals
5. Butte College major
6. high school attended
7. transcripts of Butte College coursework

The Student Assessment/Placement File (also computerized) contains assessment scores and subsequent placement in basic skills classes.

The Statistical Package for the Social Sciences (SPSS) was utilized to generate the statistical data for the study.

The 1982-83 year was chosen for analysis because the data file is complete and accessible. At the time the project was undertaken, the 1983-84 data had not been entered in the computer and the 1984-85 data was incomplete. Butte College did not begin to assess and place students in math classes until Fall 1983. Reading was not included because of the small number of students in the program during 1982-83.

Component two of the study is a demographic description of the students who were assessed and enrolled in Butte College remedial English classes in 1982-83. The specific information used in this component is:

1. age
2. gender
3. ethnicity
4. county of high school attended
5. Butte College major
6. educational goals

Educational experience, which we defined as high school background and units earned at colleges other than Butte College, was omitted from this component because the data required for analysis is not entered in the computer and, therefore, not easily accessible.

Frequency distributions were generated for:

1. Students placed and enrolled in remedial English classes during 1982-83

2. Students distributed over the various demographic groups (Tables 3, 4)

For each level of remedial English, crosstabulations were computed to indicate:

1. gender by ethnicity
   by age at date of enrollment in remedial English
   by educational goals

2. ethnicity by gender
   by age at date of enrollment in remedial English
   by educational goals

This data is not presented here because of the limited number of students in the various groups.

COMPONENT THREE

The third component examines the growth in basic skills for students enrolled in developmental reading and mathematics classes during the Winter 1985 term. Results are based on pre- and post-testing scores, final grades, and retention rates by the various demographic groups, and a "satisfaction" survey designed by the project committee.

Pre-testing scores, for this analysis, are the students' assessment scores used for placement in remedial reading and mathematics classes. The data from students who were both pre- and post-tested were used to develop this data file. Students enrolled in a class due to completion of a prerequisite were not included in the study.

Table 3

ETHNICITY AND REMEDIAL CLASS ENROLLMENT

ETHNICITY	CLASS ENG 100	ENG 101	ENG 102	TOTAL	
Unknown	6	2	3	11	3%
American Indian/Alaskan	5	2	6	13	3%
Asian/Pacific Islander	3	0	1	4	1%
Black	13	0	1	14	3%
White	69	88	146	303	74%
Hispanic	17	11	4	32	8%
Filipino	1	0	0	1	0.2%
Other*	12	10	9	31	8%
			Total	409	

*Includes Middle Eastern students

Table 4

EDUCATIONAL GOALS AND REMEDIAL ENGLISH STUDENTS

EDUCATIONAL GOALS	CLASS ENG 100	ENG 101	ENG 102	TOTAL	
Transfer without A.A.	8	10	17	35	9%
A.A. then transfer	30	38	62	130	33%
A.A.--Vocational	17	11	21	49	12%
A.A.--General Education	11	13	23	47	12%
Certificate of Achieve.	2	5	2	9	2%
Obtain job skills	8	6	3	17	4%
High School Diploma/GED	5	0	3	8	2%
Self-enrichment	3	2	1	6	2%
Undecided	35	26	35	96	24%
			Total	397	

Skills' growth was measured by determining the number of points gained between the pre-test (placement) and the post-test score.

The Stanford TASK reading assessment was used to place the students initially and later to post-test them in remedial reading classes. The Comprehensive Guidance Placement Program test of Computation and Applied Arithmetic was used to place and post-test developmental mathematics enrollees. Beginning Algebra requires a basic math placement test and an algebra post-test, therefore, a scores point gain is impossible to examine. For this reason, MTH 120 (Beginning Algebra) was excluded from this part of the study.

Students were post-tested in the last few weeks of the Winter 1985 quarter. The correlations that were generated for final grades with skills' growth (points gain) for developmental mathematics students were not statistically significant. The correlations for the reading classes were also not statistically significant. However, there was an average gain in points detected in all the remedial reading and math classes, ranging from 5 points to 14 points. In examining class rosters, it was noted that some students actually scored lower on their post-test. It was postulated that since students were aware that the results of their post-tests would not affect their final grade in the class, they were not motivated to do well.

Final grades and retention rates for students assessed, placed, and enrolled in remedial English classes during 1982-83 were investigated. Retention rates take into consideration grades of "W" (Withdrawal) and "DR" (Drop).

The remedial students were categorized by age, gender, ethnicity, and educational goals. Frequency distributions were generated for the various demographic groups of remedial students depicting their final course grades in the remedial English classes (Tables 5 and 6).

A unique data file was developed to reveal the remediation paths of students who were placed and enrolled in a designated English class. This includes the term they actually enrolled, their final grades and units completed, in addition to enrollment in subsequent remedial English classes. The Data Processing department wrote a computer program to extract all remedial English course enrollments for 1982-83 from student transcripts which are part of the Student History File (Appendix 5). Also included was the number of times a student attempted to complete a specific remedial class.

In the initial review of the data, it was noted that slightly over half of the students enrolled in a specific remedial English class did not progress to the next level of remediation. Remediation paths were also tracked for students who were placed in a particular remedial English class but chose

to not enroll in that class. Most of that group did not take any remedial classes although some students did enroll in more advanced remedial classes. Through examination of the remedial paths, it was noted that students who did not complete all of the units for a class, generally never again attempted to complete that class or any other remedial English class.

In Winter and Spring quarters, 1985, a faculty "satisfaction" survey (Appendix 6) was distributed to remedial math, reading, and English instructors. They also administered the student "satisfaction" survey (Appendix 7) to their students.

Table 5

PERFORMANCE IN REMEDIAL ENGLISH CLASSES
BY EDUCATIONAL GOALS

	GRADE				
EDUCATIONAL GOAL	Credit	No Credit	With-drawal	Drop	Total
Transfer without A.A. degree	27	1	5	2	35
A.A. degree, then transfer	90	6	14	20	130
A.A.--Vocational	30	2	6	11	49
A.A.--General Education	29	6	2	10	47
Certificate of Achievement	3	0	2	4	9
Job Skills	7	1	3	6	17
High School Diploma	1	1	4	2	8
Self-enrichment	5	0	0	1	6
Undecided	62	4	12	18	96
Total	254	21	48	74	397
	64%	5%	12%	19%	

Table 6

PERFORMANCE IN REMEDIAL ENGLISH CLASSES BY ETHNICITY

	GRADE				
ETHNICITY	Credit	No Credit	With-drawal	Drop	Total
Unknown	9	0	0	2	11
American Indian	8	0	0	5	13
Asian	3	0	1	0	4
Black	10	0	3	1	14
White	189	18	39	57	303
Hispanic	23	2	3	4	32
Filipino	1	0	0	0	1
Other*	20	2	2	7	31
Total	263	22	48	76	409

*Includes Middle Eastern

Demographic information requested on the survey forms included:

Students	Faculty
1. gender	1. gender
2. age	2. ethnicity
3. ethnicity	3. employment status
4. educational goals	4. duration at Butte College
5. length of time plan to attend Butte College	5. duration in remedial program
6. high school background in English and mathematics	6. educational background
7. high school graduate	
8. English native language	

Opinion questions on the two surveys, regarding the remedial class, were similar and were matched to identify differences in instructor and student perception of the class. Fifty-one classes completed the surveys in the Winter 1985 quarter, with 760 students participating. In the Spring 1985 term, eighteen classes participated, with 321 students completing the student survey. Worthy of note is that 85 percent of the students surveyed in Winter quarter 1985 believed that their placement in the remedial class was appropriate.

COMPONENT FOUR

Component four evaluated the success of remedial English students in subsequent college courses. Success in subsequent courses was measured by examining the remedial English student's G.P.A. at the conclusion of two years. Once again, the data file used was for students who completed the basic skills assessment of reading and English in 1982-83. The Data Processing Department matched these students with their Butte College G.P.A.s as of Winter term, 1985. Given the restrictions of time, this report does not deal with the remedial English students' success in concurrent coursework, retention in college, or graduation rates. The data would have to be manually entered and was determined to be too time consuming.

For each level of remedial English, students who were assessed and placed in a particular class were divided into four subgroups:

1. enrolled and completed all units

2. enrolled and completed less than the total number of units. "No Credit" (NC), "Withdrawal" (W), and "Drop" (DR) are included in this group

3. chose to enroll in another remedial English class

4. did not enroll in any remedial class

G.P.A.s were compared for each of the groups (Table 7). Students who completed the appropriate remedial class had higher G.P.A.s than students in the other three groups. There are two exceptions: students who enrolled in lower level classes than their assessment results indicated had higher G.P.A.s.

COMPONENT FIVE

The fifth, and final, component is a retrospective study of the success of students who were enolled in remedial classes at Butte College and later transferred to California State University, Chico. Initially, the project design team intended to analyze the performance of those remedial students who transferred to any four-year institution. Because of the difficulty of data collection and limited time we were unable to do so.

CSU, Chico students who transferred from Butte were identified by reports provided by the university.

A data file was created to investigate the success of the transfer students who had enrolled in remedial English and mathematics classes at Butte College. The variables included for exploration were:

1. SAT scores
2. ACT scores
3. high school G.P.A.
4. Butte College G.P.A.
5. cumulative G.P.A.
6. CSU, Chico G.P.A.
7. G.P.A. in transferable units only
8. number of units completed at CSUC, Butte College, and overall in college

Table 7

WINTER '85 GRADE POINT AVERAGE BY ENROLLMENT STATUS

FOR 1982-83 REMEDIAL ENGLISH STUDENTS

Class	Status	Number	G.P.A.
ENG 100	3 units completed	59	2.59
	Less than 3 units completed	67	1.94
	Enrolled in ENG 101 or 102	43	2.51
	No remedial English	153	2.31
ENG 101	3 units completed	82	2.73
	Grades with W, DR, NC, F	31	2.28
	Enrolled in ENG 100 or 102	48	2.64
	No remedial English	119	1.93
ENG 102	4 units completed	114	2.88
	Grades of W, DR, NC, F	56	2.58
	Enrolled in ENG 100 or 101	22	3.00
	No remedial English	116	2.51
ENG 210*	No remedial English	281	2.86
	Enrolled in remedial English	43	2.94

*ENG 210 is the transferable freshman composition course.

Results of the analysis of the selected Butte-to-CSUC students revealed that more than half (60%) planned to transfer to the university at the time they first enrolled at Butte. Slightly over one quarter of those students had "undeclared" majors when they applied to the four-year institution.

Even though they had been assessed and placed in remedial classes, most of the transfer students completed only one, if any, remedial class while attending Butte College. A small number completed a remedial mathematics course, Beginning Algebra. The number of students who completed a remedial reading class is negligible. It is safe to assume that the remedial English class taken through Butte College was the preparatory class for freshman composition.

At this time, the data file includes the records of a very small number of students. The majority of that group have not yet accumulated a significant number of units or established a valid G.P.A. at CSU, Chico. Results of this current research should be reviewed with caution until the data base expands.

Butte College will continue to conduct research on the transfer/remedial student. Future research should provide valuable insight into the success of remedial students at four-year institutions.

PART III

SUMMARY

The purpose of this study was to develop and test evaluation procedures for Butte College remedial and developmental reading, English and mathematics programs. Some of the components of the study focused on one or two of the programs. The design, however, is appropriate for all three and can be used as part of an ongoing and systematic evaluation procedure.

The data base used for all the statistical information in the study was created by merging the Student History File and the Student Assessment/Placement File. The Statistical Package for the Social Sciences (SPSS) was utilized to generate the statistics.

Component one of the report is a description of the remedial reading, English and mathematics programs as they existed in 1983-84. The remedial classes were described reflecting:

1. number of sections in each class
2. high enrollment
3. number of faculty
4. course description
5. exit expectations
6. number of Instructional Aides
7. number of tutors

District financial support is documented - a total of $577,662 was expended in support of the remedial programs in 1983-84.

Component two is a demographic description of the students who were assessed and enrolled in Butte College remedial English classes in 1982-83. The 1982-83 year was chosen for analysis because the data file is complete and accessible. Mathematics was not included as Butte did not begin to assess and place students in math classes until Fall 1983. Reading was not included because of the small number of students in the program during 1982-83.

The specific demographic information used in this component was:

1. age
2. gender
3. ethnicity
4. county of high school attended
5. Butte College major
6. educational goals

Frequency distributions were generated for:

1. Students placed and enrolled in remedial English classes during 1982-83

2. Students distributed over the various demographic groups

For each level of remedial English crosstabulations were computed to indicate:

1. gender by ethnicity
   by age at date of enrollment in remedial English
   by educational goals

2. ethnicity by gender
   by age at date of enrollment in remedial English
   by educational goals

Component three is an examination of the skills' growth of students enrolled in developmental reading and mathematics classes in Winter, 1985. Findings are based on pre- and post-testing, final grades, and retention rates by the various demographic groups, and a locally produced "satisfaction" survey.

The correlations generated for final grades with skills' growth (pre- and post-test point gain) for developmental mathematics students were not statistically significant. The correlations for the reading classes were also not significant. There was, however, an average gain in points in all the remedial reading and mathematics classes.

Final grades and retention rates for students assessed, placed, and enrolled in remedial English classes during 1982-83 were investigated. The remedial students were categorized by:

1. age
2. gender
3. ethnicity
4. educational goals

Frequency distributions were generated for the various groups of remedial students depicting their final class grades in the remedial English classes.

A data file was developed to reveal the remediation paths of those students placed and enrolled in a designated English class, and for students who were placed in a particular class but chose not to enroll in that class.

A "satisfaction" survey was administered to remedial students and their instructors. Opinion questions on the two surveys were similar and were matched to identify differences in faculty and student perception of the class.

Component four is an evaluation of the success of remedial English students in subsequent Butte College courses. Success in subsequent courses was measured by the remedial English student's G.P.A. at the conclusion of two years.

Students who were assessed and placed in a particular class were divided into subgroups. G.P.A.s were compared for each of the subgroups.

Component five is a retrospective study of the success of remedial students who were enrolled in Butte College remedial classes and later transferred to California State University, Chico.

A data file was created to examine the success of the transfer students who had enrolled in any remedial English class at Butte College. The variables included for the exploration were:

1. SAT scores
2. ACT scores
3. high school G.P.A.
4. Butte College G.P.A.
5. cumulative G.P.A.
6. CSU, Chico, G.P.A.
7. number of units completed at CSUC, Butte, and overall in college

At this time, the data file includes the records of very few transfer students and the majority of them have not yet accumulated a significant number of units or established a valid G.P.A. at California State University, Chico.

The results of this study revealed that much benefit can be gained by a demographic examination of remedial students - who they are, where they come from, where they are going, and what they hope to accomplish at a community college. Offices that provide counseling services can be alerted to the types of students who tend to avoid remediation. Continued evaluation of remedial students and courses will be beneficial to the remedial departments in their curriculum design and number of course offerings each term.

Examining students' G.P.A.s in subsequent college coursework seems to be very useful in evaluating skills' development, especially when comparing those students who enrolled in remedial classes to those who did not enroll. The G.P.A.s of students who complete remedial classes provide strong evidence for counselors and instructors in convincing students of the value of completing remedial classes.

During the preparation of this report, the research team was confronted by certain difficulties which are presented now with related recommendations. The 1982-83 data base used for analysis was not as extensive or as detailed as normally is desirable for a project of this importance. The size of the data file, especially as it pertains to minority students, was very limited. A larger data file is necessary before providing recommendations to departments, instructors, and various student service offices.

Some of the information that we had hoped to examine had not been included in the already established data files (e.g., high school G.P.A., SAT scores, etc.). As a result, much important information was lacking for this study. Also, considerable time had to be spent entering the data manually. It is helpful to have as much data, that may be pertinent to research, entered into the computer. Preferably, forms used for admissions, assessment/placement and surveys would be in "computer-scan" format to avoid tedious manual entry of data and subsequent data entry errors.

The research team had difficulty retrieving the "satisfaction" survey forms which were an integral part of the research. To avoid this pitfall, the various departments and faculty need to be supportive of this type of research and actively participate in the data collection. Post-testing did not appear to be an effective method for measuring skills' growth in remedial classes. Also, it was observed that many students did not appear to be motivated to do well on the post-test. Post-testing, conducted in the classrooms, needs to be introduced to classes in a positive manner by their instructors. The results of the post-test need to be connected to the exit criteria for the class (i.e., final grade). Furthermore, the test instrument used for pre- and post-testing was the placement test and not directly related to the course content. The test used for pre- and post- testing should be relevant to the content material covered in the class.

The following additional recommendations are offered to assist Butte and other community colleges in setting up procedures to evaluate their remedial programs. In terms of personnel, administrative support, both financial and philosophical, is always necessary and should include sufficient staff to conduct research studies. Secondly, projects undertaken should utilize a team approach for project design and implementation. A wide range of expertise is valuable and should include educational researchers, remedial faculty, statisticians, and computer programmers. The design for the study should be thoroughly explored and assumptions and questions to be answered clearly established. Responsibilities for the various tasks of the project must be specifically delineated. This would include: design of surveys, dissemination of information, generation of statistics, analysis of data and the writing of the report. Campus resources, whose support is necessary to conduct the research project, should be identified and contacted. A working relationship with an institution's Data Processing department is essential.

In terms of developing a useful data base, a computerized data system is extremely beneficial for storage and retrieval of the student information required for statistical analyses. The computerization of student demographics, assessment and placement data and history of college coursework aid in providing accurate and readily available information. If computerization of data is not possible, the variables examined should be extremely pertinent to the research and need to be limited in number. The use of random sampling, in establishing student data files, is an efficient method of tracking students for longitudinal studies.

In summary, through conducting this pilot project, Butte College has acquired a great deal of knowledge which can be utilized in further studies. We will begin analysis of our 1984-85 data as soon as possible, which includes a substantial number of cases. Butte College needs to continue surveying students and faculty in remedial classes and to develop intervention strategies for certain groups of students who do not enroll in the recommended remedial classes. We are enthusiastic about the model developed and are encouraged about the benefits that this and future studies will provide to our institution. It is the belief of Butte College that this model is valuable and, through its application, the college will be able to evaluate effectively its on-going remedial programs.

BUTTE COMMUNITY COLLEGE
ASSESSMENT CENTER
3536 Butte Campus Drive
Oroville, CA 95965
(916) 895-2340

??????? & ANSWERS ANSWERS ANSWERS

INFORMATION BULLETIN

BASIC SKILLS ASSESSMENT

All students who are new to Butte College must complete the Basic Skills Assessment (BSA) prior to registering for classes, unless determined to be exempt (see below). The BSA measures your skills in reading, English and math. This assessment takes 2½ - 3 hours to complete and is composed of multiple choice questions. Your results will be used for placement into reading, English and math classes. You will receive a profile of your results through the Assessment Center or from your Butte College counselor.

The purpose of the BSA is to make your college experience more successful. With a profile of your present skills, counselors can recommend courses where, with effort, academic success is likely. They can also suggest programs that will help you meet your vocational goals. The BSA is administered throughout the year at various times and locations. There is no charge for the assessment, though pre-registration is required. For sign-ups, questions and/or concerns regarding assessment, please call the Assessment Center.

PREPARATION

It is not necessary to prepare for the reading and English part of the assessment, though, it will be to your advantage to prepare for the math part. There are two different math tests, Basic Math and Algebra. You will need to decide which of these would be appropriate for you to complete. Most students will take the Basic Math test. The Basic Math test has two parts, computation and word problems. You will need to review your computation skills of adding, subtracting, multiplying and dividing whole numbers, fractions, decimals and percents. The Algebra test covers beginning algebraic operations, solutions and graphing. To receive a passing score on the Algebra test and be cleared for Intermediate Algebra, you will need to have a working knowledge of algebra.

EXEMPTIONS

Students enrolling into performance or activity classes only (e.g., P.E., Art, Basic Auto Repair, etc.) are exempt from the BSA. Some students may be exempt from the BSA due to tests already taken or previously completed college coursework in reading, English and/or math, or having been awarded an Associate or higher degree. To be considered as an exemption, you will need to provide test scores and/or transcripts to the Assessment Center or to a counselor for verification and course placement. Qualifying test scores, from the SAT & ACT (TOEFL, etc.) and placement tests from other institutions can be used in lieu of the BSA. Test scores and prerequisite classes used for purposes of course placement must be within five (5) years, otherwise the necessary assessment will need to be completed. **PLEASE NOTE:** The Reading and English tests are administered first with the Math test starting approximately 1½ hours later.

	SAT	ACT	EPT/ELM	PLACEMENT
ENGLISH	510	23	150	ENGL 2 or H2
MATH	530	23	38	MATH 10 & above

CONTINUING AND RETURNING STUDENTS

Continuing and returning students who want to register into Reading 200, 201, 202 or 2, English 200, 201, 102, 2 or H2, Math 102, 104, 106, 108, or 10 will need to complete the necessary assessment prior to registering for these classes, unless the appropriate prerequisite class has been completed. Prerequisites are listed with the course descriptions in the college catalog. Test scores and prerequisite classes that are used for purposes of course placement must be within five (5) years of the first day of class, otherwise the required assessment will need to be completed. Individual tests are administered on a regular basis through the Assessment Center and the Willows Center.

ESL

Students who want to enroll into English as a Second Language (ESL) classes will need to complete the ESL Assessment prior to registering. The results will be used for placement into ESL classes. The ESL Assessment is administered on a limited basis at the beginning and end of each term. You will need to sign-up for the assessment, in person, through the Assessment Center. ESL 300, offered off-campus, does not require the assessment.

APPENDIX IA

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BUTTE COLLEGE
BASIC SKILLS ASSESSMENT RESULTS

I.D.# [redacted] [redacted] 05-Apr-85 at 02:41 PM

This is a profile of your assessment results. Your course placement for reading, English and math classes is indicated by an ><. Please follow the recommendations given below. You may want to share this information with your counselor and instructors to help you make the educational and career decisions that will increase the effectiveness of your college experience.

READING

TEST DATE: 04-05-85

	Number Possible	Number Correct	Percent Correct
Comprehension	51	12	23.5
Vocabulary	27	10	37.0
TOTAL	78	22	28.2

COURSE PLACEMENT RDG

100	101	102	200
	><		

Your reading course placement has been determined by Test Score - Butte. It is strongly recommended that you enroll into the specified reading course during your first term.

ENGLISH

TEST DATE: 04-05-85

	Number Possible	Number Correct	Percent Correct
Learning Skills	15	9	60.0
English Usage	21	8	38.1
Spelling	15	5	33.3
Sentence Expression	6	4	66.7
Paragraph Organiz.	12	3	25.0
TOTAL	69	29	42.0

COURSE PLACEMENT ENG

100	101	102	210
	><		

Your English course placement has been determined by Test Score - Butte. It is recommended that you enroll into the specified English course during your first term. You are required to register for a reading course (see Reading Placement) during the same term. If you were placed into RDG 200, substitute RDG 121 - Study Skills.

BASIC_MATH

TEST DATE: 04-05-85

	Number Possible	Number Correct	Percent Correct
Whole Numbers	10	5	50.0
Fractions	13	5	38.5
Decimals & Percents	12	3	25.0
Problem Solving	18	7	38.9
Interp. of Data	7	2	28.6
TOTAL	60	22	36.7

COURSE PLACEMENT MTH

112-116	117-119	12
	><	

Your math course placement has been determined by Test Score - Butte. If you would prefer to take the next level of math, contact the Assessment Center.

Butte College
REMEDIAL CLASSES
1983-84

COURSE #	SECTIONS	HIGH ENROLL.	FAC.	COURSE DESCRIPTION	EXIT EXPECTATIONS	IA's	TUTORS
RDG 100	5	100	1 FT	Reading I: Stresses development of reading skills based upon student's entry level of reading comprehension, goals, and need for improvement in developing adequate reading skills.	a) Informal SRA test scores at 4.0+ b) Assessment scores: 4.0+ c) Instructor evaluation	5	0
RDG 101	4	93	1 FT 1 PT	Reading II: Designed to strengthen and increase reading ability. Prescriptive program plan consists of word attack skills, vocabulary, and comprehension.	Successful completion of MOD I, II, and III. Post tests at 70%. Teacher evaluation.	4	0
RDG 102	5	106	3 PT	Reading III: A developmental course designed to improve reading efficiency. Focuses on vocabulary enrichment, comprehension development, reading rate improvement, and betterment of study skills.	50% Test (70% and above on exercises and attendance. 15% Written critique 10% Record keeping 20% Literary Tales/Best Short Stories 5% Post-Reading Rate Assessment	5	0
RDG 110	6	125	1 FT 2 PT	Elementary Spelling and Writing Techniques: A basic approach to the fundamental techniques of learning a sight vocabulary, a phonetics approach to vocabulary words, and the mastering of spelling of those vocabulary words.	Student will demonstrate mastery of the Dolch and other appropriate word lists that bring him/her to the 9th grade reading level.	6	0
RDG 121	5	96	1 FT 1 PT	Study Skills: Emphasizes the basic study stategies of time management, critical listening, note-taking, test-taking, and general study techniques.	a) 70%+ on text assignment b) 70%+ on written exams c) 70%+ on individual study plans: 1. Time management module 2. Listening/note-taking module 3. Mastering a college textbook module	0	0

Note: Figures for IA's and Tutors apply to the average number of hours per section per week.

Butte College
REMEDIAL CLASSES
1983-84

COURSE #	SECTIONS	HIGH ENROLL.	FAC.	COURSE DESCRIPTION	EXIT EXPECTATIONS	IA's	TUTORS
ENG 100	7	504	2 PT 2 FT	Basic Skills: The Modules 1 and 2 focus on the pre-writing activities. Module 3 covers sentence structures and their related complexities.	The student will score 70% or better on the post tests for each of the three modules.	6	3
ENG 101	7	423	2 PT 1 FT	Composition Workshop I: Fundamental language concepts: Audience, purpose, levels of usage, tone, point of view, form. Skills development: Reading, spelling, vocabulary, sentence structure, paragraphs.	The student will be able to write clear sentences of various types and lengths. The student is expected to write fully developed paragraphs.	6	3
ENG 102	15	666	2 PT 5 FT	Composition Workshop II: Further development of basic composition skills - how to write clear and unified paragraphs - how to build from sentence to paragraph to essay.	The student will have reviewed paragraph structures and will be able to write the five-paragraph essay.	8	4
ENG 110	3	233	1 PT 1 FT	Spelling and Vocabulary: Instruction for improvement in college-level spelling and vocabulary. Attention to auditory-centered and visual-centered problems in spelling; word attack skills; and increased vocabulary.	The student will have gained a college-level vocabulary and is expected to score 70% or better on spelling tests.	6	3

Note: Figures for IA's and Tutors apply to the average number of hours per section per week.

Butte College
REMEDIAL CLASSES
1983-84

COURSE #	SECTIONS	HIGH ENROLL.	FAC.	COURSE DESCRIPTION	EXIT EXPECTATIONS	IA's	TUTORS
MTH 112	15	352	10	Arithmetic of Whole Numbers: Develops skills, requiring use of whole numbers, addition, subtraction, multiplication, and division; develops skills working with Prime numbers and in solving problems using whole numbers.	"C" or better on exit tests.	10	0
MTH 113	14	304	10	Fractions: Develops skills in renaming fractions and in addition, subtraction, multiplication, and division of fractions.		10	0
MTH 114	14	240	10	Percentage and Signed Numbers: Focuses on the ability to write fractions into percents as well as converting percents back to decimal and fraction form; the ability to solve practical problems involving percent. Will receive introduction to signed numbers.		10	0
MTH 115	14	157	10	Measurement: Concerned with the student's ability to use information or units to convert a measurement from a given unit to any other appropriate units; to explain the nature of measurement; to add, subtract, multiply, and divide measurement numbers; to work with the common metric units and convert from one metric unit to another.		10	0

Note: Figures for IA's and Tutors apply to the average number of hours per section per week.

Butte College
REMEDIAL CLASSES
1983-84

COURSE #	SECTIONS	HIGH ENROLL.	FAC.	COURSE DESCRIPTION	EXIT EXPECTATIONS	IA's	TUTORS
MTH 116	14	184	10	Pre-Algebra: Focuses on the understanding and use of basic algebra words such as terms, expression, factor, variable, constant, and equation; the ability to perform basic algebra operations and calculations; the ability to translate English sentences into algebraic expressions as well as solving linear equations.	"C" or better on exit tests.	10	0
MTH 119	3	45	2	Introduction to College Mathematics: English and metric systems of measurement, use of tables and graphs, percentage, rational numbers, ratio and proportions, scientific notation, measures of central tendency, and introduction to algebra, including logarithms.		3	0
MTH 120	18	590	10	Beginning Algebra: Fundamental algebraic concepts and operations. Fractions, exponents, radicals, linear and quadratic equations.		10	0

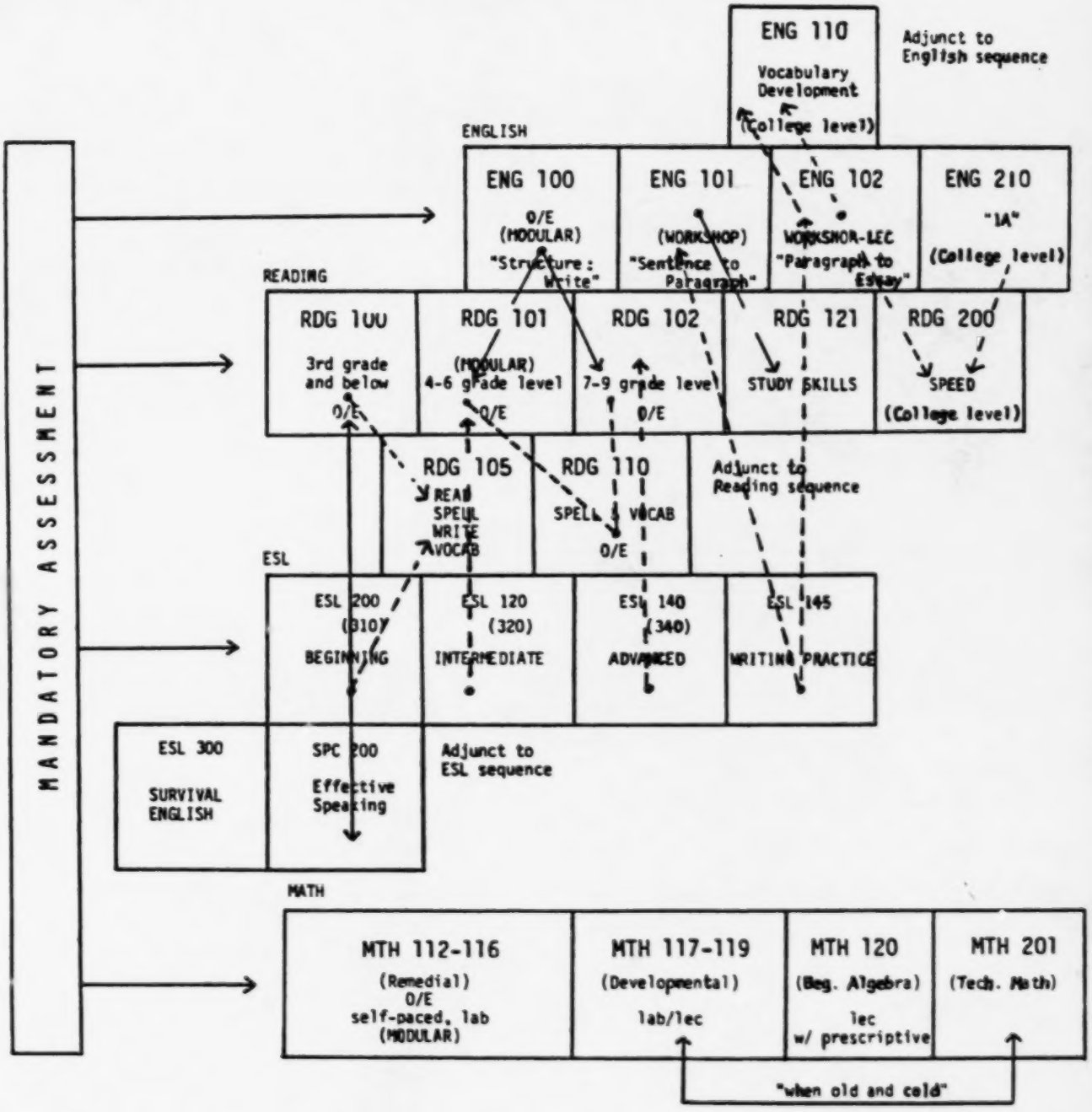
Note: Figures for IA's and Tutors apply to the average number of hours per section per week.

BUTTE COLLEGE LANGUAGE LEARNING SKILLS

(REMEDIAL AND DEVELOPMENTAL)

. . . AND MATH

Guidelines for
Instructors and Counselors



→ Concurrent enrollment required

- - - → Concurrent enrollment proposed/recommended

O/E Open entry

RDG Reading

ENG English

ESL English as a Second Language

200 -- "Remedial" level
100 -- "Developmental" level
0-99 -- "College" level

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REGISTRATION/APPLICATION FORM

BEST COPY AVAILABLE

BUTTE COLLEGE - 3536 BUTTE CAMPUS DRIVE - OROVILLE, CA 95965 - (916) 895-2361

CIRCLE CORRECT NUMBER
OR PRINT APPROPRIATE INFORMATION

1 SESSION: (CIRCLE APPROPRIATE NUMBER)
1 = Summer
2 = Fall
3 = Spring
5 = Day Classes
6 = Evening Classes
7 = 6 or more units
8 = Fewer than 6 units

2 ENROLLMENT STATUS:
1 = NEW - Never attended any college
2 = NEW TRANSFER - Attended college but not Butte College
3 = RETURNING TRANSFER - Attended another college since Butte College
4 = RETURNING - Last college was Butte College but not last session.
5 = CONTINUING - Attended Butte College last session.

3 MATRICULATION STATUS:
1 = Matriculant
2 = Limited Matriculant
3 = Exempted Matriculant
4 = Non-Matriculant

4 NAME: _____
(last) (full first name) (middle)

FORMER NAME(S) USED: _____

5 STUDENT ID NUMBER (Leave blank if unknown or unassigned) _ _ _ _ _ _

6 SOC. SEC. # _____/_____/_____

7 BIRTHDATE _____/_____/_____
month day year

8 SEX: 1 = Male 2 = Female

9 PERMANENT ADDRESS _____
(Number - Street / Apartment Number / P.O. Box)

TELEPHONE NUMBER (_____) _____ _____

CITY _____ COUNTY _____ STATE/ZIP _____

If under 18, Name of Parent or Guardian _____

10 MAILING ADDRESS _____
(While attending, if different from above)
(Number - Street / Apartment Number / P.O. Box)

TELEPHONE NUMBER (_____) _____ _____

CITY _____ COUNTY _____ STATE/ZIP _____

11 ARE YOU A UNITED STATES CITIZEN? 1 = Yes 2 = No
If No, Give: Visa type _____ Country of Citizenship _____

12 IN WHAT STATE OR STATES HAVE YOU LIVED DURING THE LAST TWO YEARS? _____
ARE YOU REGISTERED TO VOTE IN A STATE OTHER THAN CALIFORNIA? 1 = Yes 2 = No
HAVE YOU VOTED IN A STATE OTHER THAN CALIFORNIA? 1 = Yes 2 = No
HAVE YOU EVER PETITIONED FOR A DIVORCE IN A STATE OTHER THAN CALIFORNIA? 1 = Yes 2 = No
DID YOU EVER ATTEND AN INSTITUTION OUTSIDE CALIFORNIA AS A RESIDENT OF THAT OTHER STATE? 1 = Yes 2 = No
HAVE YOU DECLARED NONRESIDENCE IN CALIFORNIA FOR STATE INCOME TAX PURPOSES? 1 = Yes 2 = No

13 ETHNIC (Circle one): 1 = American Indian/Alaska Native 2 = Asian or Pacific Islander 3 = Black (not Hispanic Origin)
4 = White (not Hispanic origin) 5 = Hispanic 6 = Filipino 7 = Other

14 EDUCATIONAL GOALS: (Circle one or more of your objectives)
1 = to transfer without AA or AS
2 = to earn AA or AS, then transfer
3 = to earn AS - vocational
4 = to earn AA or AS - general education
5 = to earn a certificate
6 = to obtain job skills
7 = working on high school diploma/GED
8 = self-enrichment only
9 = undecided

HOW LONG DO YOU PLAN TO ATTEND BUTTE? 1 = one session or less 2 = more than one session 9 = undecided

15 MAJOR AT BUTTE COLLEGE _____

16A DO YOU HAVE A DISABILITY? 1 = Yes 2 = No
If yes, do you need any special assistance? 1 = Yes 2 = No _____

16B STUDENT SERVICES: (Circle one or more to which you desire referral)
1 = Financial Aid
2 = EOPS
3 = Handicapped Assistance
4 = Child Care
5 = Student Employment
6 = Re-Entry (you have been out of school 5 years)
7 = Learning Disability
8 = English Language Assistance

17A HIGH SCHOOL CODE TABLE (Circle the code for the high school you last attended.)

453080 Anderson	513275 East Nicolaus	173435 Kelseyville	113565 Orland Joint	513750 Sutter
043082 Biggs	113210 Elk Creek	043480 Las Plumas	043560 Oroville	173700 Upper Lake
453100 Burney	293250 Empire	583001 Lindhurst	043735 Paradise	063750 Williams
453190 Central Valley	573290 Esparto	513525 Live Oak	063525 Pierce Joint	113285 Willows
323200 Chester	043394 Esperanza	523510 Los Molinos	043755 Pleasant Valley	513905 Wilson
043167 Chico	043150 Fairview	173500 Lower Lake	323560 Portola	573850 Winters
063125 Colusa	453360 Fall River	583520 Marysville	113620 Princeton	573880 Woodland
113369 Community	063477 Fouts Springs	063475 Maxwell	043756 Prospect	583831 W.T. Ellis
523170 Corning	323350 Greenville	173600 Middletown	323600 Quincy	513900 Yuba City
573220 Davis Joint	043395 Gridley	293550 Nevada Union	523720 Red Bluff	999999 Did not attend/ or unknown
083300 Del Norte Co.	113370 Hamilton Union	113001 North Valley	043285 Ridgeview	
043320 Durham	113003 Kanawha	453521 Nova	453730 Shasta	000999 Other - not listed

17B COUNTY CODE TABLE (Circle the code for the county in which your high school is located.)

01 Alameda	11 Glenn	21 Marin	31 Placer	41 San Mateo	51 Sutter
02 Alpine	12 Humboldt	22 Mariposa	32 Plumas	42 Santa Barbara	52 Tehama
03 Amador	13 Imperial	23 Mendocino	33 Riverside	43 Santa Clara	53 Trinity
04 Butte	14 Inyo	24 Merced	34 Sacramento	44 Santa Cruz	54 Tulare
05 Calaveras	15 Kern	25 Modoc	35 San Benito	45 Shasta	55 Tuolumne
06 Colusa	16 Kings	26 Mono	36 San Bernardino	46 Sierra	56 Ventura
07 Contra Costa	17 Lake	27 Monterey	37 San Diego	47 Siskiyous	57 Yolo
08 Del Norte	18 Lassen	28 Napa	38 San Francisco	48 Solano	58 Yuba
09 El Dorado	19 Los Angeles	29 Nevada	39 San Joaquin	49 Sonoma	60 Out of California
10 Fresno	20 Madera	30 Orange	40 San Luis Obispo	50 Stanislaus	70 Out of United States

complete other side

APPENDIX H

BUTTE COLLEGE

03/14/60

12-Sep-85 04:14 PM

ID#

** UNOFFICIAL TRANSCRIPT **

FINE/FEES: *, ,

GE	COURSE		COURSE TITLE	U.A.	GR.		U.C.	PTS.
			*** FALL 82 ***					
	AGR	100	SUPERVISED AG EXPER	(1.0)	NC			
	CSL	200	CAREER-LIFE PLANNING	2.0	C		2.0	4.0
	ED	50	EDUCATION TUTORIAL	(.5)	NC			
	ENG	100	BASIC SKILLS	(2.0)	CR		2.0	
	PE	260	TENNIS-BEG	1.0	B		1.0	3.0
	PE	260	TENNIS-BEG	1.0	A		1.0	4.0
	PSY	100	FUNDAMENTALS-PSYCHOLOGY	(3.0)	CR		3.0	
	RDG	100	READING I	(3.0)	CR		3.0	
	RDG	110	ELEM SPELL & VOCAB TECH	4.0	B		4.0	12.0
			TERM GPA = 2.88	8.0			16.0	23.0
			*** WINTER 83 ***					
	AGR	100	SUPERVISED AG EXPER	(1.5)	CR		1.5	
	BUS	210	INTRO TO BUSINESS	4.0	B		4.0	12.0
	BUS	262	SALESMANSHIP	4.0	C		4.0	8.0
	CT	209	HISTORIC COSTUME	(4.0)	DR		01/06	
	ECO	220	INTRO TO ECONOMICS	(4.0)	DR		01/14	
	ED	50	EDUCATION TUTORIAL	(.5)	CR		.5	
	ENG	101	COMPOSITION WORKSHOP I	(3.0)	CR		3.0	
	MTH	120	BEGINNING ALGEBRA	(5.0)	W		01/25	
	MTH	205	BUSINESS MATHEMATICS	(4.0)	DR		01/05	
	PE	261	TENNIS-INTERMEDIATE	1.5	A		1.5	6.0
	PE	293	VARSITY-TENNIS	(1.0)	DR		01/14	
			TERM GPA = 2.74	9.5			14.5	26.0
			*** SPRING 83 ***					
	ACT	200	INTRO TO ACCOUNTING	(4.0)	NC	%		
	BUS	310	BUSINESS LAW I	4.0	C		4.0	8.0
	ENG	102	COMPOSITION WORKSHOP II	(4.0)	NC	%		
	HUM	220	COMP EUROPEAN CULTURES	4.0	B		4.0	12.0
	MTH	116	PRE ALGEBRA	(1.0)	W		05/24	
	PE	260	TENNIS-BEG-INT-ADV	1.0	A		1.0	4.0
	SPC	210	PUBLIC SPEAKING I	(4.0)	W		05/26	
			TERM GPA = 2.67	9.0			9.0	24.0
			*** FALL 83 ***					
	ACT	200	INTRO TO ACCOUNTING	4.0	D	&	4.0	4.0
	ECO	200	PRINS OF MICROECONOMICS	(4.0)	W		11/15	
	ECO	200	PRINS OF MICROECONOMICS	(4.0)	DR		09/21	
	ED	50	EDUCATION TUTORIAL	(1.0)	CR		1.0	
	ENG	102	COMPOSITION WORKSHOP II	(4.0)	DR		09/27	
	MTH	205	BUSINESS MATHEMATICS	4.0	D		4.0	4.0
			TERM GPA = 1.00	8.0			9.0	8.0
			*** WINTER 84 ***					
	ART	220	BASIC DRAWING	4.0	B		4.0	12.0
	BUS	261	ADVERTISING	4.0	B		4.0	12.0
	ECO	200	PRINS OF MICROECONOMICS	4.0	B		4.0	12.0
	TEL	207	MASS MEDIA & SOCIETY	(4.0)	DR		01/03	
			TERM GPA = 3.00	12.0			12.0	74.0

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BUTTE COLLEGE

03/14/60

12-Sep-85 04:15

ID# ** UNOFFICIAL TRANSCRIPT ** FINE/FEES: $0.00

GE	COURSE		COURSE TITLE	U.A.	GR.	U.C.	PTS.
			*** SPRING 84 ***				
	ART	223	BASIC FIGURE DRAWING	(3.0)	CR	3.0	
	ECO	201	PRINS OF MACROECONOMICS	(4.0)	DR	04/10	
	ED	50	EDUCATION LAB	(1.0)	CR	1.0	
	ENG	102	COMPOSITION WORKSHOP II	(4.0)	NC &		
	PE	240	WEIGHT TRAIN-BEG-INT-AD	(1.5)	W	04/25	
	RDG	110	ELEM SPELL/VOCAB TECH	1.0	B	1.0	3.0
	RDG	200	SPEED READING I	(4.0)	DR	04/09	
	SOC	220	INTRO TO MINORITY REL	(4.0)	NC		
			TERM GPA = 3.00	1.0		5.0	3.0
			*** WINTER 85 ***				
	FC	230	CLOTH CONSTRUCTION I	1.0	C	1.0	2.0
			TERM GPA = 2.00	1.0		1.0	2.0
BUTTE COLLEGE CUMULATIVE GPA = 2.52				48.5		66.5	122.0
OVERALL CUMULATIVE GPA = 2.52				48.5		66.5	122.0

********** END OF ACADEMIC TRANSCRIPT **********

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Learning Skills Faculty Questionnaire

COURSE NUMBER:_____ NAME:_____

DATE: ___/___/___
Mo Day Year

INSTRUCTOR SEX (Circle one): 1 = Male
2 = Female

INSTRUCTOR ETHNICITY (Circle one): 1 = American Indian/Alaska Native
2 = Asian or Pacific Islander
3 = Black (not Hispanic origin)
4 = White (not Hispanic origin)
5 = Hispanic
6 = Filipino
7 = Other

INSTRUCTOR STATUS (Circle one): 1 = Full-time; 2 = Part-time

HOW MANY QUARTERS HAVE YOU TAUGHT AT BUTTE COLLEGE?_____

HOW MANY QUARTERS HAVE YOU TAUGHT REMEDIAL OR DEVELOPMENT (100 level) COURSES AT BUTTE COLLEGE?_____

HOW MANY QUARTERS HAVE YOU TAUGHT THIS SPECIFIC COURSE AT BUTTE COLLEGE?_____

INSTRUCTOR'S HIGHEST EDUCATIONAL DEGREE (Circle one): 1 = Bachelor's
2 = Master's
3 = Doctorate

INSTRUCTOR'S EDUCATIONAL MAJOR_____MINOR_____

PLEASE ESTIMATE THE NUMBER AND PERCENTAGE OF STUDENTS WHO ARE UNDERPREPARED, OVER-PREPARED, OR PROPERLY PLACED IN THIS COURSE:

	No.	%
Underprepared	_____	_____
Placed Correctly	_____	_____
Overprepared	_____	_____

WERE YOU AWARE OF THE BASIC SKILLS ASSESSMENT SCORES FOR YOUR STUDENTS? (Circle one):
0 = None; 1 = Some; 2 = Most; 3 = All

DID YOU MODIFY YOUR INSTRUCTIONAL PLANS AS A RESULT OF THE ASSESSMENT SCORES OF YOUR STUDENTS? (Circle one):
1 = Yes; 0 = No

(Please complete reverse side)

APPENDIX 6

Student Learning Skills Questionnaire

This survey is being given to students enrolled in learning skills classes in English, reading, and mathematics as part of an evaluation of those programs. Please complete the form to the best of your ability. Your responses will have no effect upon your course grades. Thank you for your cooperation.

COURSE NUMBER: _____ STUDENT NAME: _____ STUDENT ID: _____

DATE: ___/___/___ (Mo Day Year) STUDENT SEX (Circle one): 1 = Male; 2 = Female STUDENT BIRTHDATE: ___/___/___ (Mo Day Year)

STUDENT ETHNICITY (Circle one):
1 = American Indian/Alaska native
2 = Asian or Pacific Islander
3 = Black (not Hispanic origin)
4 = White (not Hispanic origin)
5 = Hispanic
6 = Filipino
7 = Other

HOW LONG DO YOU PLAN TO ATTEND BUTTE (Circle one): 1 = One session or less; 2 = More than one session; 3 = Undecided

EDUCATIONAL GOALS (Circle one):
1 = to transfer without AA
2 = to earn AA then transfer
3 = to earn AA-Vocational
4 = to earn AA-General education
5 = to earn a Certificate
6 = Other

MAJOR AT BUTTE COLLEGE: _____

1. How many years did you study English while attending high schoool? (Circle one):
   0 = None; 1 = 1 year or equivalent; 2 = 2 years or equivalent; 3 = 3 years or equivalent; 4 = 4 years or equivalent
2. How many years did you study mathematics while attending high school? (Circle one):
   0 = None; 1 = 1 year or equivalent; 2 = 2 years or equivalent; 3 = 3 years or equivalent; 4 = 4 years or equivalent
3. Are you a high school graduate? (Circle one): 1 = Yes; 0 = No; 2 = GED
4. Is English your native language? (Circle one): 1 = Yes; 0 = No
5. Have you taken this course before at Butte College? (Circle one): 1 = Yes; 0 = No
6. How many quarters have you been enrolled at Butte Collene? _____
7. In my opinion, I (Circle one): 1 = Should have been placed in a lower level course.
   2 = Belong in this course.
   3 = Should have been placed in a higher level course.

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
JAN 31 1986

(Please complete reverse side)